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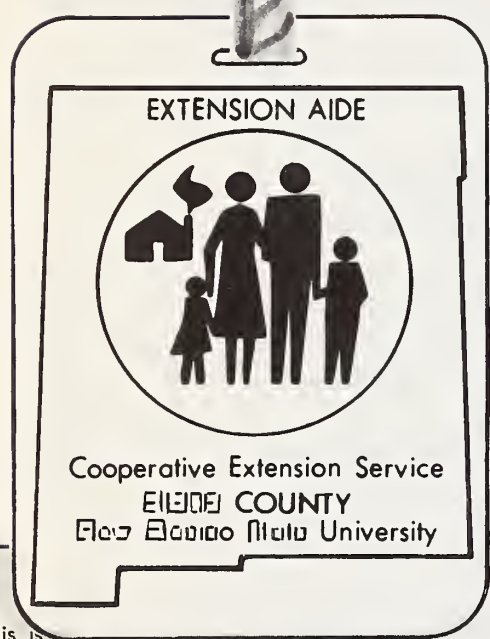
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EXTENSION SERVICE REVIEW

U.S. DEPARTMENT OF AGRICULTURE * NOVEMBER 1969

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This is to certify that

Mrs. M. M. M.

represents the University of ELIJAH as a
Program Aide in Extension Home Economics.

M. M. County Ex

EXTENSION HOME ECONOMICS
UNIVERSITY OF ELIJAH
ORA
PERSON

This is

Mrs. E. M. M.

represents the University of ELIJAH as a
Aide in Extension Home Economics.

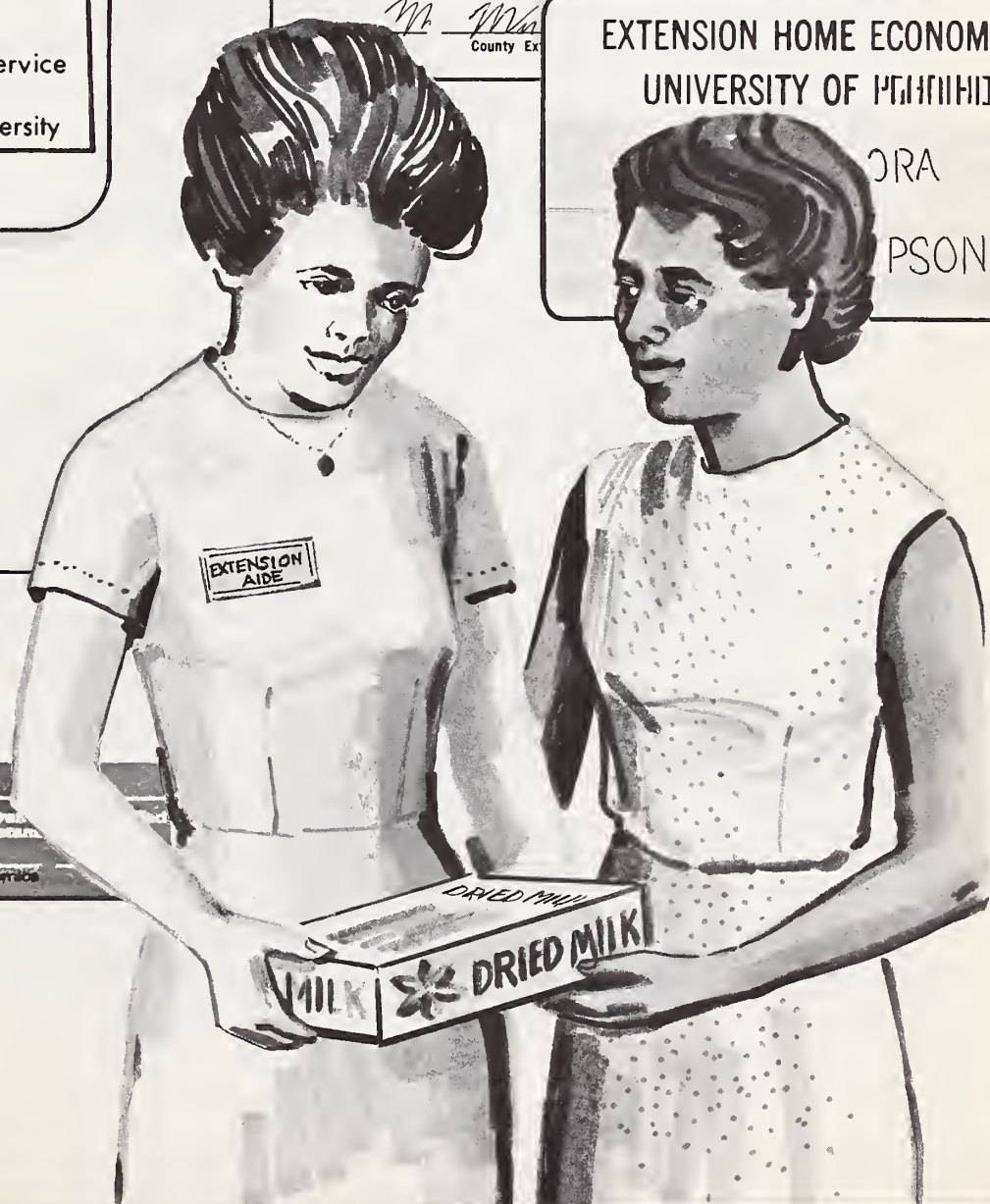
Mrs. M. M.
County Extension Home Economics Agent

University
of ELIJAH
Cooperative
Extension
Service

CERTIFICATE

has completed a training program
as an Extension Program Aide.

Extension Advisor Home Economics



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

CLIFFORD M. HARDIN
Secretary of Agriculture

LLOYD H. DAVIS, Administrator
Federal Extension Service

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EXTENSION SERVICE

REVIEW

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There were no losers

Congratulations are in order for the six individuals selected to receive the first place awards in the national communications contest for county agents. They were honored at a banquet as part of the annual meeting of the National Association of County Agricultural Agents recently in Atlantic City, New Jersey.

Those receiving first-place awards and the classes in which they entered are: Von H. Long, Oklahoma, radio solo; Norman J. Smith, New Jersey, single news photo; Nicholas Ptucha, Virginia, slide series; James D. Hansen, Wisconsin, direct mail; James L. Taylor, Tennessee, news column; and Lowell M. Gobble, Virginia, feature news story.

Mr. M. B. Turner, in presenting the awards on behalf of the company co-sponsoring the contest with the NACAA, aptly pointed out that there were no losers in the contest. The purpose of the contest was to provide a learning experience, and all who entered learned. The importance of this contest takes on added significance when we consider that anything we do that improves our ability to communicate increases the effectiveness of our Extension work. This applies to all forms of communications as well as those that use the common media. All have many fundamentals in common.—WJW

by
Robert Boardman
Extension Information Specialist
University of California

Teaching about TURF

University of California farm advisors (county agents) are helping a lot of people grow and harvest a huge crop that never goes to market.

Boondoggling? Not a bit. The farm advisors—and their UC research colleagues—are providing instruction in how to produce what may be California's biggest crop—turfgrass.

Irrigation, fertilization, control of diseases and pests, frost protection, pruning, recordkeeping, species identification—all of these are covered in Los Angeles County's year-round "turfgrass seminars."

Attending the monthly seminars are employees of bowling greens, golf courses, parks, highway departments, churches, factories, industrial centers, Federal-State-county units, and cemeteries.

The seminar's hosts are Farm Advisors John Van Dam and Carl B. Downing, Los Angeles County. They regard the program, now in its third year, as one of the more important services Cooperative Extension can render in an area as urbanized as Los Angeles County.

"There's an enormous amount of greenery that must be maintained," said Van Dam, "even in a city like Los Angeles that seems to be mostly buildings, concrete, and asphalt."

"California has a billion dollars' worth of turf. It costs a third of a billion dollars a year to maintain all this grass."

According to Extension Ornamental



Horticulturist William B. Davis, who conducted a recent survey, golf courses alone make up one of California's most intensive "farming" enterprises. More than 50,000 acres of greenery are provided by 500 courses ranging from par threes to 36 holes and larger.

Downing and Van Dam note that Los Angeles alone has 85,000 acres of turf. An increasing percent of this is being supplied by sod growers who sell turf by the square foot, already grown. They cut the crop into squares or roll it into strips, truck it to where it's needed, and simply lay it in place.

Whoever grows or uses turf—plus the trees and ornamentals that go with it—needs a constant flow of information on new scientific findings. The seminars supply this need by bringing in UC scientists specializing in economics, fertilization, irrigation, soils, plant pathology, entomology, and weed control.



The University's turfgrass research plots, above, being sprayed by a landscape contractor-graduate student, provide material for the seminars. At left, Farm Advisor John Van Dam, right, consults a laboratory technician about the adaptation of Poa to golf course greens.

The turfgrass seminars, started in 1967, have doubled in attendance. The size of the seminars this year has ranged from 60 to 80. Some drive as far as 50 miles to attend the 3-hour sessions.

Van Dam and Downing have found that lectures by experts, followed by a very informal question and answer period, get the best response from those attending the seminars. The experts present their information on a high level, according to the farm advisors, because their audience is predominantly supervisors, not the crewmen who work under them.

The seminars have been publicized through monthly newsletters put out by Van Dam and Downing, direct announcement to participants, and periodic mention of the seminars in various golf course and park recreation media. □

Two bankers and a county agent were posing for a picture in front of one of Elizabethtown's two banks. They were looking over a half-mature peanut plant the agent had brought. The bankers understood that it all had something to do with an article this fellow from Raleigh was writing to send to Washington.

Lonzo Robinson approached the group from down the street. No one knew he would be there. He, too, had a peanut plant in his hand. The plant, loaded with maturing pods, was representative of his crop and he was anxious to show it off. He particularly wanted one of the bankers—a long-time acquaintance—to see it.

Lonzo is black, 74, and handicapped by a severely clubbed right foot. In his faded denim overalls, he offered a sharp contrast to the businessmen. But Lonzo, the bankers, and the Extension agent had a lot in common.

"I'm too old to be farming any more," said the farmer. "But I've got 5 acres of the best peanuts I've ever grown," he added with a grin.

Turning back down the street to show off his peanuts to others, Robinson left the impression that despite his 74 years and physical handicap, he most certainly would plant another peanut crop in 1970.

The episode illustrates the unusual interest in peanuts that is building in Bladen County, N.C., among farmers and businessmen alike. It's a new situation and one which County Extension Chairman Ralph Sasser and his staff have been working toward for a number of years.

Although peanuts are by no means a new crop to the area, this is the impression one might get by watching the commotion a couple of plants create on Elizabethtown's main street at midday on an August Monday.

Anyone who knows southeastern North Carolina knows that when you talk about farming around these parts, you're bound to be talking about tobacco.

But things are changing. Tobacco is a high labor crop. Pressure is

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In Bladen County, N. C.,

PEANUTS fill the bill

by

Woody Upchurch
*Assistant Extension News Editor
North Carolina State University*

mounting on small farmers to find additional sources of income or leave the farm.

Peanuts, although it is an allotted crop, was the most likely field crop to fill the bill. This the Extension Advisory Committee and county staff agreed on in 1966 when they were helping map a 5-year plan as part of the Extension Service's statewide Target 2 program.

The problem was in getting tobacco farmers interested enough in peanuts to discard outdated production practices for Specialist Astor Perry's proven all-practice program.

Gene Sullivan, then associate county agent, began working with local businessmen and farmers to get the peanut program off the ground in 1967. The businessmen were receptive. They foresaw what could happen to the economics of the county if the present pressure on small tobacco farmers continued—and it most certainly would continue.



An information campaign was launched using all the time-honored Extension teaching methods. Virtues of the all-practice program were extolled time and time again, often using for emphasis how the same program had sent peanut yields skyrocketing in the State's major peanut area of the northeast.

There, yields had gone far beyond the 2 tons per acre that once represented the ultimate in production. Yields of 5,000 pounds were commonplace.

Lonzo Robinson, below left, 74-year-old farmer, shows off a sample of his peanut crop to Corbett Padgett; Assistant County Agent Jack Cullipher; and Clyde Jordan. Padgett and Jordan are bankers and members of the county peanut committee. At left, Cullipher helps cooperating grower Truman Gillespie identify an insect problem on a peanut demonstration plot.



In Bladen, where peanuts have been a second class crop, yields sagged around 1,400 to 1,700 pounds on the average with a few "peanut-minded" farmers ranging upwards to over 3,000 pounds per acre. Many farmers didn't make the cost of production.

One innovation that introduced businessmen to the peanut program was the use of a full-page ad in a local newspaper. The feature of the page was timely production information from the Extension office. At the bottom were listed the underwriting firms who paid for the page.

This helped, but it soon became apparent that farmers had to be more than told how to grow larger peanut yields. They had to be shown.

This was uppermost in the mind of Jack Cullipher, who replaced Sullivan when the latter became State seed specialist at North Carolina State University.

Cullipher started a demonstration program and helped firm up a peanut production committee composed of representatives of nine business firms.

The committee is actually a subcommittee of the Extension Advisory Committee. Represented are two peanut processors, two banks, two hardware stores, two farm equipment dealers, and a farm supply firm.

These men quickly became the most highly motivated group concerned with the program. They are interested in staying abreast of what is going on. Some make frequent phone calls to Cullipher and occasionally visit an all-practice demonstration.

This group pays the bills of the demonstrations.

Six demonstrations were put in on the farms of cooperating growers in 1968. Every practice recommended by Specialist Perry was used. The cooperating farmer did some of the work. Many of the tasks he couldn't handle, either because he didn't have the necessary equipment or because he was tied up with other tasks—often in his tobacco crop.

To provide insurance against any task going undone or being done too late, a farmer was hired by Extension

through the support of the underwriting businessmen. Craven Brisson had crops of his own. But he agreed to be on call at any time to work with Cullipher in tending the peanut demonstrations.

The benefits exceeded expectations. Brisson, with his background and practical interest in growing peanuts, had a special kind of appreciation for local conditions and traditions.

"It gave us a team approach and put us on a common ground with the farmers," said Cullipher. "It improved communications for all of us."

The first demonstration effort was an instant success. The results of practices used in growing these peanuts opened many eyes to the true potential of the crop in Bladen County. Even in the first year the county average yield climbed 321 pounds to 2,046 pounds per acre.

The 1969 crop is expected to go even higher. A ride through the county provides plenty of evidence that the Extension demonstrations are getting results.

The businessmen who are underwriting the program are more enthusiastic than ever. Their costs may exceed \$1,000. They seem convinced that the investment they are making in the county's agriculture will pay dividends.

Farmers definitely have a changed attitude toward peanuts. In brief, what the demonstrations have shown them is that the estimated \$200-per-acre investment required to make top peanut yield is easily justified by the additional returns.

"Before, some of our growers didn't gross \$200 an acre and had no idea of investing that much in the crop," explains Cullipher.

Lonzo Robinson, even at the age of 74, has changed his attitude about peanuts as a cash crop. He is enthusiastic enough to bring a sample of his efforts to town to show his banker friend.

Perhaps unknowingly, this farmer has been affected by the Bladen County Peanut Production Program. □

Some folks may still think the bull sale held in the western South Dakota community of Kadoka last spring was just another opportunity for ranchers to obtain herd sires. But to the enthused ranchers and townsmen of this small prairie community, the establishment of the South Dakota Badlands Bull Testing Station has provided a liberal education.

It has been a real education for the ranchers who had guts enough to enroll beef sire stock in the facility. It has had a marked effect on ranchers who had never taken production testing of beef cattle seriously until this year. It is also a remarkable example of how people can work together at the task of community development.

It all started when Keith Crew, an area rancher, wanted a small feedlot operator to feed out some bulls that he had planned to haul to Wyoming to a testing facility. Henry Wolfe, the feedlot owner, said he didn't know anything about feeding bulls but he would consider it if he could handle at least 30 at a time.

A few days later Crew dropped by the tri-county Extension office in Philip to visit County Agent Chester Peterson. A meeting of area ranchers was arranged. When the meeting was over, 34 bulls had been consigned to the feedlot.

Mick Crandall, area livestock specialist for the Cooperative Extension Service and secretary of the South Dakota Beef Performance Testing Association, was contacted to work out some technical details. For example, he was asked to develop a ration that could keep bulls growing without cutting down their usefulness after the test was completed.

Within a month the testing facility was organized and the bulls were standing by the feedbunks. To begin with, at least, the Board of Directors wanted the local Cooperative Extension staff to supervise the weighing and send out the information.

County agents Peterson and Howard Knuppe agreed because they could see in it an opportunity to encourage



Feedlot manager Henry Wolfe and Associate County Agent Howard Knuppe tend the scales during a typical weighing period, as Chester Peterson, tri-county agent, records the weights.

ranchers in the area to upgrade beef operations. The benefits of this project have been much broader than that.

To say community interest has been high would be a gross understatement. Almost every day people stop at the feed yard to see how things are going. There was even a noticeable effect on the coffee and lunch trade in the Kadoka cafes.

When county agents started posting the weigh sheets there, the coffee conversations became honest to goodness "bull sessions." And the well-smudged weigh sheets attest to the fact that the average producer discussing the latest information about the facility was a lot more interested in statistics than in somebody's opinions about them.

At first, Kadoka businessmen were curious and politely interested. But

after seeing the amount of attention the facility was getting and the magnetic way the feedlot seems to attract ranchers from hundreds of miles away to the community, they were quick to look for ways to help promote it.

The Kadoka Community Development Association began serving free coffee and doughnuts to the unbelievable number of people who stop by the feedlot on the weighing dates. Between 50 and 75 ranchers have usually been on hand. Some bring families, others a neighbor. Many are ranchers who have animals in the test.

But the community really responded to the challenge of providing a spot where the association could hold its first sale last spring. Since there is no livestock sales facility in Kadoka, it

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by

John L. Pates
Extension News Editor
South Dakota State University

Bull testing—opportunity for education



Area ranchers are eager to get a look at weigh sheets after the 28-day weighing periods. Here, three ranchers with bulls on test look over new information with Chester Peterson, third from left, tri-county agent.

was thought that the bulls would have to be hauled to another town. But that idea was quickly scrapped when enthusiastic townsmen pitched in to help convert the city auditorium into a sales arena.

This proved to be no small undertaking. The floor had to be planked; sand and bedding had to be hauled; pens were made; and the group had to take care of a host of other details for handling the event.

Of much interest to Cooperative Extension Service personnel such as Peterson and Knappe are the educational benefits that the project has provided.

First the project has given a real boost to the idea of keeping production records on beef herds. Two years ago only about 20 ranchers in the

three-county area were interested in performance testing calves, even though this has proven to be an excellent management tool for cow-calf operators.

"At least 10 more have joined the performance testing program this year, and the number of calves enrolled will be increased by at least 25 per cent," says Knappe. "As far as we can tell, the interest has grown because of this bull testing station."

Officers of the association point out that the idea of production testing is catching on, even among the most conservative minded ranchers in the area. Crew, who is chairman of the Association, put it this way: "A lot of these fellows insist they are not impressed with performance testing of bulls, but I notice that most of them

are carrying around our weigh sheets in their back pockets."

Forrest Ireland, who is chairman of the Tri-County Extension Board, says, "We have provided more rancher education as a result of this facility than with anything I have ever been connected with."

A Kadoka rancher, Bud Weller, who doesn't have any animals in the testing station, expressed another educational aspect of the project this way: "The records are showing us that there are a few good cattle in every breed."

And as he rummaged through the weigh sheets, he remarked, "Look here, some of the poorest bulls entered by one breeder are as good as another man's best—and all of the animals are from the same breed."

If you measure success in terms of business only, you've got to be impressed. They started out with 34 bulls 3 years ago. This year Wolfe is feeding 235 and he has plans for expanding still further. This fact indicates something else—the vigorous interest among ranchers in the area in knowing more about how the sires they intend to use perform in the feedlot.

4-H leaders see the possibility of tying in another type of educational experience for 4-H members with the operation of the testing station. According to Knappe, they are toying with the idea of providing some kind of judging experience for livestock club members where they can judge these bull calves before they go into the lot and then analyze their judgments after the bulls have completed the test.

Time will determine how this is developed. For now, the South Dakota Badlands Bull Testing Association is off to a solid start mainly because some enterprising ranchers had a need and some small-town businessmen were concerned enough about the future of their community to help both themselves and their rancher customers prepare for it by lending an enthusiastic hand. There is little doubt in this community regarding the success of this kind of community cooperation. □

by
W. L. Strain
Extension News Editor
Auburn University
Auburn, Alabama

tion shown by these girls are evidence that the club has real meaning to them."

Mrs. Hill, a former Extension Service home economist, started the Club in 1963. She realized what 4-H has to offer youth.

"The 4-H program," she says, "makes it possible for girls and boys to help themselves, and that is just what these girls are trying to do—help themselves."

"Many programs aren't made available to handicapped individuals, because people feel that special efforts must be made to work with them. But our girls don't want any special consideration. All they look for is a chance to participate."

The achievements of the girls prove they are working. During the past 5 years they have had a second place winner in the county apron revue, first place winners in the county dairy foods contest and bread exhibit, and for 2 years a third place winner in the county dress revue.

Also, they have made over 100 dresses, blouses, skirts, slacks, rugs, aprons, pillow slips, curtains, dish towels, and other garments.

Besides taking part in the clothing and food projects some of the girls have completed home improvement, leadership, and safety projects.

What happens to the items made? Many are used personally, and others are sent to parents as gifts.

Most of the girls are totally deaf, but with signs and gestures they have their 4-H Club opening ceremony and pledges to the American and 4-H Club flags. They have learned to sing many of the 4-H songs using their signs and gestures.

"Not being able to interpret their signs, I thought it would be hard working with these 4-H girls," says Mrs. Player. "But the job has been very easy."

Because they do not live at home, these 15 girls don't get parents' help with projects, but Mrs. Hill spends long hours after school and at night helping them. □

A chance to participate



Rina Grace, above, left, models the dress that won third place in the Talladega 4-H dress revue. Watching are other club members, also wearing the dresses they made for the revue. At right, Mrs. Marie Player gives Rina some advice as she demonstrates a sewing technique.



"In my hometown they had a 4-H Club, and I wanted very much to be a member, but because of the lack of communication I could not join," says Rina Grace.

Rina's dream has come true. She and 14 other girls now have a 4-H Club and are enjoying many activities held by the Talladega County Extension Service.

What kept the 15 girls from joining 4-H Clubs at their homes? Rina and her 14 clubmates are deaf and mute. Their only means of communication are with special signs and gestures

learned since coming to the Alabama State School for the Deaf, at Talladega.

Rina is president of the club, which was formed with the help and interest of Mrs. Maude Hill, home economics teacher at the school, and Mrs. Marie Player, Talladega County Extension home agent.

The girls are 13 to 16 years of age, and they come from different towns and cities throughout Alabama.

"Working with this club has been a real challenge," says Mrs. Player. "The enthusiasm, interest, and determina-

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Program aides# New answer to old problem

by
Helen Turner
Deputy Assistant Administrator
and
Sue Kleen
Home Economics Editor
Federal Extension Service

Some of the women at a welfare rights meeting complained that Welfare didn't give them enough money to have a well-balanced diet. But one woman said that she had been fixing her family a balanced diet during the last month because she had "a little home ec lady" coming to her house to help her plan better meals.

Some people don't have a balanced diet simply because they lack food. Others lack the knowledge to achieve adequate diets from the resources available to them. In this case, obviously, part of the cause was the lack of knowledge. Like many other disadvantaged homemakers, these were afraid to seek education in meal planning.

The "little home ec lady", an Extension program aide, is Cooperative Extension's answer to this problem—take the education to them. Less than a year ago, the Expanded Food and Nutrition Education Program was introduced in 50 States, Washington, D.C., the Virgin Islands, and Puerto Rico. Last November, the USDA allo-



The Extension program aide crosses the barriers which keep many low-income families from benefiting from traditional methods of Extension education. She is accepted into homes because she is from the community in which she works. Her basket of teaching aids and toys to be used during her visit contains not a handout, but a helping hand. Both mothers and children welcome her visits eagerly.

cated \$10 million to the Cooperative Extension Service for hiring and training aides to help improve the diets of low-income families through education.

The funds were given to the States on the basis of the percent of the poor in the State. This percent was determined by the Office of Economic Opportunity formula for poverty in the United States. The sites were selected by the State Extension Serv-

ices. Some States have enough money for only one site, while others were able to start the project in many needy areas.

The program aide concept was first tested when a pilot project was initiated in 1964 in four Alabama counties. This project tested the feasibility of using paid part-time nonprofessionals to reach and teach young homemakers and members of their families. The county Extension home econo-

mists trained and supervised these aides. Concurrently, several other States also had similar projects in rural and urban settings in different parts of the country.

The pilot showed that paid part-time nonprofessionals, working under the direction of Extension home economists, can help homemakers become motivated to improve the quality of living of their families. They also demonstrated that personalized informal learning experiences are important if homemakers who are geographically isolated or socially, economically, and educationally deprived, are to be motivated to raise their level of living.

As a result of these projects, Extension is making wide use of its "program aides" in many educational efforts across the country. The Expanded Food and Nutrition Education Program is applying the aide principle to a high priority problem in America today—that of malnutrition. The program's primary objective is specific—to help low-income families have adequate diets.

The program aide is the key figure in this program. She inspires confidence and trust. She has many faces, many and varying talents. The one big point in her favor is that she comes from the community in which she works. She understands the people and is familiar with the resources available to them.

To achieve the program objective, the aides start working with the families "where they are." They visit homes and teach the homemakers ways to improve their cooking, shopping, and meal planning and teach them the foods needed daily for good nutrition. Since Extension is an educational organization, the Extension aides are teaching aides, as contrasted with service aides of some other agencies.

The aides are quick to spot problems and plunge right in trying to correct them. Recently one aide found a very young homemaker washing baby bottles in the tub with the dirty

clothes. The next working visit, of course, was on washing baby bottles and handling baby's milk.

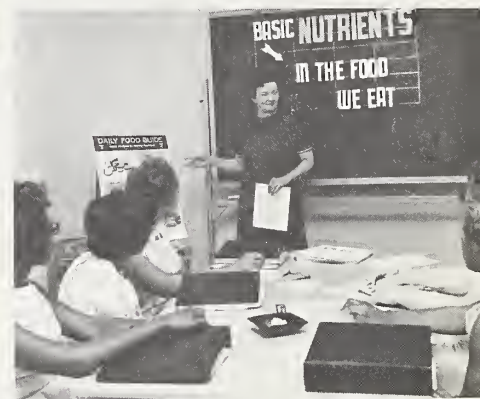
The aides find a variety of ways to take the nutrition information to the individual family members. The best known method, of course, is the one-to-one demonstration or teaching that most of the aides use. Quite often the homemaker invites a neighbor in to learn about a new way to cook foods to get the most food value. The aides also find that relatives who live in a close proximity often like to get to-

gether to learn more about nutrition and food preparation.

Some aides have interested homemakers in learning more about food and nutrition through exhibits and demonstrations in supermarkets or donated foods pick-up centers. In one area, a nutrition and food tasting display were set up aboard the Welfare Department's mobile unit which serves isolated areas. An aide mans the display and tells the local people about the Expanded Food and Nutrition Education Program.

Food and nutrition education does not always start directly with food. One aide found that the greatest need one elderly couple had was "someone who cares." Up until the last year, the couple managed quite well, gardening, canning, and preparing their own food. Now they are unable to do the strenuous work connected with those tasks, but still like to have a sense of doing for themselves. The aide hit upon the idea of planting a mini-garden.

The old man and the aide dug soil from the garden plot and filled several



Some call the program aide the traveling teacher. Above, left, an aide introduces herself and the program to a homemaker in a city housing project. She offers to share knowledge about money management, nutrition, and food preparation. The program aide is well trained. The initial training period is about 3 weeks. Weekly sessions, such as the one above, right, keep her up to date on the things homemakers want to know.

pails. They added fertilizer and then planted the tomato plants. Now the homemaker, who has only one leg, can easily care for her tomatoes from the doorstep. The fresh tomatoes will provide an easily obtainable vitamin C source.

Aides in one urban area are teaching low-income homemakers about better nutrition by putting a new twist to an old method—cooking schools. The aides go door to door inviting women to attend the demonstrations, which deal entirely with foods received through the commodity distribution program. One participant commented, "Now we won't have to throw away any of this food. It's a shame to waste it. And nutrition is what we need to know about."

The cooking schools begin at 11 a.m. and continue until the food is cooked and served. The women watch the aides prepare the dishes, and they are given recipes to take home.

The aide's classroom may move from place to place. She teaches what the homemaker needs to know at the

time, and this sometimes entails a trip to the local grocery store.

One woman visited by two program aides was 21 years old and had three preschool children. Her husband, a construction worker, had little work during the winter.

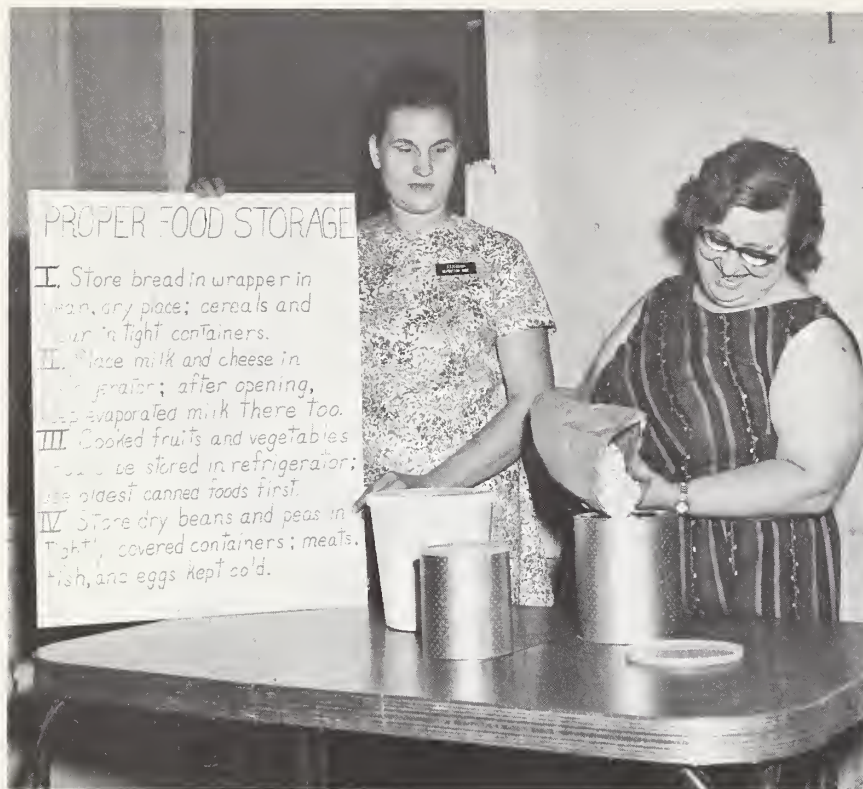
"We offered to take her to the grocery store to give her some tips on buying, and she agreed," said one of the aides. "We followed her and offered suggestions on quantities and prices. For example, she picked a pound package of cheese for 67 cents;

we found another brand of two 1-pound packages for \$1. When she came to juices, we explained the differences between fruit drinks and juices. We feel we helped her save considerable because we were there."

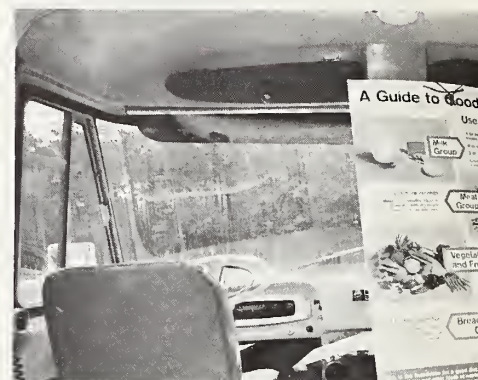
Several aides were working with another group of homemakers in their local grocery store. They were comparing the price of cut-up and whole chickens. They determined that they could get more chicken for the same amount of money if it was whole. "But I don't know how to cut up a



A home economist and program aide, at left, meet to discuss achievements, problems, and better methods. Regular conferences build rapport and keep agent and aide planning together. The agricultural agent, above, gives aides pointers on vegetable selection as part of the on-the-job training program.



Food preservation and storage are important to every homemaker. Storing foods properly to insure their freshness and usability is the topic of this program aide's demonstration.



The program aide, above, explains the Expanded Food and Nutrition Education Program to a homemaker at the Welfare Department's mobile unit. At right, the aide shows homemakers how to figure food costs.

chicken," remarked one homemaker. The butcher overheard the statement and promptly gave the entire group a demonstration on cutting up a chicken.

The aides have found that teaching meal planning not only brings better nutrition to the families but it can also help out a great deal on family finances.

One family has made much progress after only a few visits from the aide. By planning her meals and grocery list, the homemaker saved enough in one week to buy sweaters for two of her seven children. She began serving them orange juice for breakfast after the aide taught her that it was cheaper and more nutritious than the soft drinks they were accustomed to.

Some Extension program aides are able to make their time and talents go a little further by training volunteers to carry on similar programs. The program aide working directly with families in one urban area reports that 159 girls from a low-income housing unit are being reached, with

the assistance of adult leaders from the housing unit and 10 4-H junior leaders. The program aide conducts weekly training meetings for the adult and junior leaders. The aide has gained full acceptance in the unit and is even provided meeting facilities by the management.

Extension program aides also serve as recruiting officers to get low-income youth enrolled in out-of-school education programs. The aides in one State were the chief contact people to locate youth for a special summer youth program which included nutrition and other projects.

The aides try to enroll children from the families they are visiting under the Expanded Food and Nutrition Education Program. Most of the direct teaching of the youth in this project has been done by Work-Study students available for the summer.

One man gardening and sanitation aide says that one way he has gained acceptance in a family is to work through the children first. He visited one home countless times but was

never invited inside the door. He finally interested several neighborhood children in a gardening project and was invited into the home on his next visit.

In addition to their teaching duties, the aides also need to be aware of the other public services available to the families with which they work. If a family has no food, no money, or some other urgent problem, it will be impossible for the aide to teach. The aides must therefore work closely with agencies that can help them bring adequate diets to the families. This

This aide and homemaker check over the week's menus. After careful planning, the homemaker fed her family of 14 for a week for \$37.51. She says that making only one 12-mile trip to the store each week, instead of several, has saved money.



often means that they must refer them to one or more other agencies before their teaching actually begins.

Sometimes these families are brought to the aide's attention by other concerned citizens. A supermarket clerk asked a program aide to help a family that was trying hard but just couldn't keep from getting in debt.

On her first visit, the aide talked with the family about their children and finances. She suggested Food Stamps. The homemaker said they could not afford to pay for the Food

Stamps out of their \$124 Social Security check. After securing a loan, the family applied at the Food Stamp Office and found they could get them for half price for the next month. "They had a good Easter dinner, which they gave me credit for" reports the program aide.

Primary responsibility for the aides' training rests with the Extension home economist. It is her job to teach the aide the purpose of the program, help her to understand how people learn and change, and teach her how to

provide suitable learning experiences for the families.

Through training, the aide improves her ability to develop empathy with the families and to determine and report signs of progress.

The home economists teach the aides how to make effective home visits and conduct small group meetings. The basic nutrition, food preparation, and homemaking and management skills, of course, are also an important part of that training.

The training program was explained



by Dr. Evelyn Spindler, Federal Extension Service Nutrition Specialist, at the annual meeting of the American Home Economics Association last spring.

She said, "It is very important that the person who trains the aides also has supervision of them. This helps the aides know to whom they answer. The home economist, who we call the trainer agent, selects and trains the aides in her unit. . . .

"When we use nonprofessional aides to improve the diets of the poor, the training of these aides is of greatest importance. We suggest a minimum of 3 weeks for their induction training, of which at least 15 lessons or about 30 hours is training in food and nutrition. This is certainly little enough to give them some background in nutrition.

"In addition to this induction training, the aides will receive weekly in-service training for half a day each week. At the weekly meeting they turn in their logs and records, discuss their problems, and receive another lesson in food, nutrition, or related subjects such as sanitation, or selecting and buying food.

"We selected material for the 15-lesson induction period which we had previously tested over 4 or 5 years—the Food for Thrifty Families series. Many of the home economists had used it and were already familiar with it. This was very important to getting



a program off the ground quickly. Although Food for Young Families was designed for five lessons, we expanded it to 15 lessons for the aides.

"Since the aides often have very little education, you need to limit the amount of information you give in a single lesson. Since the aides have no specific training in nutrition, this is a background course for the aides. . . .

"As they go into the second phase of the training, they will receive lessons that they use directly with the families. This is based on our Food for Thrifty Families Federal Extension Service Packet B. It has a guide for the trainer agent for six lessons to give to the aides at their weekly meetings. These lessons are based on the four food groups. The six lessons are sufficient to get the trainer agent started. After that, feedback from the

The program aide above shows a homemaker how to make Spanish rice using donated foods. At left, the aide works with teenagers as the first step in working with the whole family. They are using donated foods to make peanut butter candy, a nutritious treat for young and old alike.

aides will show her the direction that the training needs to take. She will probably want to be including additional material on buying and sanitation."

The training can employ many different methods. One State tested the aides' skills in a situation not unlike one they might be faced with in the homes. The aides were asked to prepare a balanced meal using the unprepared foods left over from the week's demonstrations. They called this their day-before-payday lesson.

In another attempt to relate nutrition information to everyday life, the aides in one locale were asked to prepare their boxed lunches from donated foods each day that they attended class. The lunches were checked and discussed during the training session.

Training is not enough. The aides need reinforcement and recognition



Some aides are men. This one helps homeowners with their gardens and sanitation problems. A good garden can often stretch the food dollar to improve the diet; without proper sanitation, good nutrition practices are to little avail.

for a job well done. Many States have given certificates upon completion of the initial 2- or 3-week training. Others held graduation ceremonies and college days. Many aides have been recognized through appearance on panels and television and radio programs and by being asked to speak about the program at group meetings.

One State honored their aides and gave them additional training at the same time. The group was welcomed to the university campus with a reception. Then they toured the home-

economics building and the preschool laboratory. They were also given the opportunity to learn about the university's educational and consumer resources that would help them in their work with families.

Some of the recognition has been localized. In one area, two counties went together and presented a program at the completion of the initial training. Highlights included a panel discussion of the Expanded Food and Nutrition Education Program by the aides and the presentation of certi-

icates to the aides. Guests for the program were family and friends of the aides, nutrition advisory committee, county commissioners, and executive committee presidents.

On July 1, 1969, the program was operating in 650 counties and independent cities. The 4,844 program aides were serving over 597,000 persons in the 126,000 participating families.

To date, 144,000 families have been enrolled in the program and have received some food and nutrition instruction from the program aides. In addition, considerable program aide activity has been devoted to contacting or visiting families which have not officially enrolled in the program.

A total of 214,063 families have been contacted or worked with. Of those families enrolled in the program on March 31, 71 percent are of minority races.

The \$30 million appropriation for 1969-70 allows the program to continue at the present level with some expansion in most States.

These program aides set up a display in their local grocery to show how wise shopping and food stamps pay off. Notice that the food stamp basket has about twice as much food as the other.



The success of the Expanded Food and Nutrition Education Program is best reflected by the many children in participating families who are better fed because of the things their mothers have learned from the program aides.

The program's success stories speak well for the efforts of those involved. The conclusions and recommendations made by Datagraphics, Inc., the firm evaluating the program, give Extension more encouragement, along with constructive suggestions for improvement.

They point out that the program has come into being with impressive speed and a minimum of false starts, but they caution us to improve our management skills and develop better working relationships with other agencies.

They are pleased with the client acceptance of the program and note that the program is in the position to achieve its stated objectives. Some of these objectives are being achieved, and none of them appear to be unrealistic. They say that the use of low-income people as program aides has worked well and has great potential.

They note that the program differs a great deal from site to site and attribute this to existing situations and varying experience of trainer agents with low-income families. They caution us to plan for maximum growth and development.

An evaluation of this type gives us encouragement for a continuing program and helps us to make the adjustments to meet our objectives. With the continued development and expansion of the program, many more low-income families will be visited by "little home ec ladies" who will help them to improve their diets. □

by
Mrs. Lillie B. Little
Housing and House Furnishings Specialist
North Carolina Cooperative Extension Service

Extension-industry cooperation

As education and income levels rise, consumer demands for quality and variety in products increase. To keep pace with the resulting proliferation of products, there is a continuing need for education and re-education for those who produce, those who sell, and those who consume.

The North Carolina Extension Service has worked successfully with two of the State's largest industries—textiles and furniture—on several educational endeavors. Training programs, preparation of educational materials and teaching aids, industry tours, and demonstration housing are a few examples.

Extension home economists with home furnishings responsibility from each county in the State attended a furniture forum conducted by one manufacturer. The forum sessions included discussions of research, latest

construction and materials technology, and furniture designing.

These were supported by tours to observe all of the processes involved in manufacturing furniture. Such accelerated teaching experiences enable the agents to work more confidently with consumers.

Homemakers reap some educational benefits directly from industry. Many furniture companies, for example, open their showrooms and plants for consumer tours.



The director of an industry-sponsored "furniture forum" gives a North Carolina Extension home economist an inside look at the construction of upholstered furniture.

On the other hand, industry asks for Extension's assistance in training their personnel. The home furnishings specialist has conducted training sessions for sales persons for fabrics, window treatments, and other areas of home decoration. A drapery shop asked for specialist help in teaching color at their annual drapery clinics.

Industry has served in an advisory capacity in the preparation of several Extension bulletins, such as a recent series relating to furniture needs, selection, arrangement, and styles.

The Southern Furniture Manufacturers Association provided the art for the publications in return for the privilege of purchasing them for distribution to members of the industry. In addition, the specialist serves on an advisory committee for materials and teaching kits being prepared by the furniture association.

Through the cooperation of members of the home furnishings industry, specialists can provide many teaching aids for county use. Carpet, bedding, linen, and fabric kits are maintained in this way.

Many companies make educational films and slides that are useful in Extension's teaching programs.

The "House of Wood" shown at last year's North Carolina State Fair best reflects the possible scope of a project where industry and education work together. The demonstration house was conceived to show that good housing is possible at low cost and that it can be furnished attractively at a modest cost.

It was made possible through the combined efforts of four North Carolina State University departments (Forestry and Wood Products, Agricultural Engineering, Horticulture, and Housing and House Furnishings), the Southeastern Lumbermen's Association, and members of the furniture industry.

Programs to educate the consumer are on the upswing. When industry and education work together, the consumer is bound to reap the benefits. □

"To increase the ability of individuals to interact effectively with others." This is one of the goals proposed in A People and a Spirit, the report of the joint USDA-NASULGC Study Committee.

Extension home economists in Middlesex County, Massachusetts, are reaching for this goal through a pilot program, Target for Action: Human Understanding.

Target for Action: Human Understanding had its beginning at a seminar on volunteers in the urban society. Participants asked the Middlesex County Extension Service to explore ways in which women from the city and suburbs could "walk together and talk together" to learn how to understand each other.

The first step involved some intensive homework on the part of Extension Home Economist Anna C. Alden. With the support of Winifred Eastwood, head of the Extension division of home economics at the University of Massachusetts, Mrs. Alden talked with other professional and lay leaders from the Negro and white communities in Boston and the suburbs.

Attending a "Black and White Seminar" at the Boston Center for Adult Education and a conference on Religion and Leisure at Northeastern University helped to refine purpose and direction.

It became clear that the program should offer an opportunity for communication between white and black women over a period of time and in an informal conference setting.

Application for financial support was made to the Sears-Roebuck Foundation, which had supported the 1967 Conference on the Volunteer in the Urban Society.

It was important to involve both Negro and white women in the initial planning stages. Lay members of the Middlesex County Women's Advisory Council and lay and professional women from the Negro community met in August 1968.

Purposes of this meeting were to develop conference goals, help in planning conference agenda, and enlist support in recruiting conference participants. Nineteen women (eight white, eight Negro, and three staff home economists) attended.

Mrs. Alden, the conference coordinator, then met with subgroups and with individuals on this committee to refine the conference design, work on promotion, and take care of other planning mechanics.

One of the strong points in the total process was the close working relationship with the Negro cochairman, Mrs. Barbara Dawson of West Medford, Massachusetts.

The planning group chose "Target for Action: Human Understanding" as the program title. The Warren Center, a new conference facility of Northeastern University of Ashland, Massachusetts, was the setting for the weekend of October 18-20, 1968, when 50 women from 28 towns and cities in Middlesex County and Boston lived and worked together.

The heart of the weekend conference was the five discussion groups which met on Saturday. Areas of discussion included housing, the news media, and white racism. Each of the discussion groups was led by a skilled Negro woman.

Two formal presentations during the weekend brought emphasis to the Conference theme. "The Green Circle" was an illustrated talk given by the director of educational materials for children, New England region, American Friends Service Committee. It was designed as a program for children to stimulate positive social attitudes.

As a result of this talk, four or five of the conference participants requested further training so that they could bring The Green Circle to their own communities.

The director of the nursery school at Brandeis University challenged the conferees to be "turned on" and to become personally committed to the cause of interracial understanding.

Book displays from the Frederick Douglass Bookstore (the only Negro bookstore in Boston), the American Friends Service Committee, and the Middlesex County Extension Service, as well as news media displays, added to the educational dimensions of the conference. One of the participants brought three unusual paintings describing current social problems.

Evaluation sheets from the Conference participants were summarized by Dr. Edward K. Knapp, Extension analyst, University of Massachusetts. "There is sufficient positive enthusiastic comment that the conference must certainly be considered a success," he reported. "The idea was to realize increased human understanding, and in a degree this was accomplished."

On the other hand, several women stated, "This weekend is a fine beginning," suggesting that Target for Action: Human Understanding should be a continuing program.

B²E
X
**Target
for action;
human understanding** X

by
Anna C. Alden
Extension Home Economist
Middlesex County, Massachusetts

Conference participants kept in touch through informal reunions and through circular letters from the Extension home economist.

In addition, Dr. Knapp prepared a followup survey in the spring of 1969 to provide additional data for future planning. In March, Mrs. Alden called the original planning committee together to discuss the next step.

The involvement and commitment of the committee—composed of Advisory Council members and Negro and white participants from the October Conference—resulted in plans for a followup program in April.

The goal was “to discover the sources of racism which are implicit in our society and to begin to learn how to change our own behavior when it reflects racism patterns.”

Thirty-four women who attended the October conference (85 percent of the original group) returned to the

Warren Center in Ashland on a sunny Saturday in April for a day-long program devoted to studying societal racism.

Horace Seldon, executive director of Community Change, Inc., was the discussion leader for the conference. Community Change is a service agency whose function is to help groups and organizations confront racism and begin to learn how constructive change can take place.

Following registration and coffee, the participants returned to the discussion groups to which they had been assigned in October. Morning workshops were devoted to a “magazine exercise” in which discussion centered on implications of current magazine advertising which might perpetuate racist stereotypes.

The afternoon workshops involved group discussion of case studies illustrating positive and negative attitudes to racial problems.

Mr. Seldon directed the afternoon workshop and also spoke about racism. He discussed current concepts of societal racism and the interdependence of attitudinal and institutional change.

As in October, the discussion leaders were skilled women from the Negro community.

What are the outcomes of this unique process of interracial communication in Middlesex County? “We cannot drop this program. It must continue,” said Mrs. Evelyn Langley, Framingham, president of the Middlesex County Women’s Advisory Council.

Other women who came to both the October and April programs want more. “Something has been established here,” they say. The Green Circle program has been presented in five different communities in Middlesex County as a result of the October weekend.

A 1-day conference in the town of Bedford was held in May 1969 as a direct result of the latest Target for Action. Seventy men, women, and teenagers—black and white—met for a day of dialogue called Communication: Key to Understanding. Spearheaded by concerned women from Bedford who had come to Target for Action, this event was a significant spin-off.

One of the conference participants wrote an article for a church newsletter which sums up the effect of the program:

“... Black and white, Protestant, Catholic, and Jew we built a shaky human bridge across a terribly wide abyss of human misunderstanding. We talked and we listened, we argued and we misunderstood. We were hurt and we eased that hurt. Sometimes hurt is necessary to effect a healing that is lasting and good. We hope that the bridge we built will hold and be strengthened and grow. Fifty women have made one bridge and we need fifty million more such bridges to shrink the abyss that separates us. . . .” □

Looking at magazines to discover examples of racial stereotyping was a challenging exercise included in last April's Human Understanding conference.



Teenage nutrition has become a lively subject. This is especially true in Georgia, where 14 youth organizations have set out to improve teenagers' eating habits.

The idea of a statewide teenage nutrition program was an outgrowth of a 1-year committee project of the Georgia Nutrition Council. Miss Nelle Thrash, food preservation specialist with the University of Georgia Extension Service, was chairman of the committee that started the program.

As chairman of the Council's community nutrition section, Miss Thrash says she wanted the group to explore the possibility of improving the nutritional status of the State's teenagers. The aim of the program was to encourage teenagers to accept nutrition as their own problem and responsibility.

It took a year for the committee to contact every youth organization in the State, find financial backing, select a site for a statewide meeting, plan a program, and define overall objectives. Seven years later, the program is still going strong.

Once the teenagers saw this was to be their program, Miss Thrash says, they wouldn't let it end. And they would not settle for just having an annual conference. They wanted to involve other young people in their own organizations. So the project grew into a program involving 14 youth organizations and more than 500,000 boys and girls.

Right from the start the organizers of the program decided this was not to be just another club. It had to be a part of existing youth organizations. Adult leaders of the 14 organizations in the program agreed to send key youth—up to 15 per organization—to a conference each year to discuss what they could do to improve teenage eating habits and to study new developments in nutritional levels among teenagers.

The theme of that first conference was "Get Ready, Get Set, Go." It was cosponsored by the Georgia Nutrition Council and the Farm Bureau Feder-

Teens tackle nutrition problems



Each youth organization represented at the conference may enter an exhibit on some phase of teenage nutrition. Last year the 4-H'ers presented this exhibit on careers in nutrition-related fields.

ation. Full sponsorship went to the Council the second year.

As the program grew, so did the interest of Extension workers and adults representing other organizations. Many Extension workers have held positions of leadership on the Council, the Advisory Panel, and the Teenage Nutrition Executive Board. They have also served as resource people for discussion groups during the conferences.

Overall guidance for the program is given by the Georgia Nutrition Council and the Advisory Panel it set up to work with the program. These groups also provide policy judgment and financial support.

Membership of the Advisory Panel includes representatives from professional organizations in the nutrition, health, and agricultural fields, State educational institutions, State youth

organization advisors, and food industries.

Actual operation of the teenage nutrition program is carried out by the Teenage Nutrition Executive Board, which was appointed by the Council. Members of this board work on a voluntary basis year-round to implement the type of program the teenagers want.

The teenagers make their program ideas known through their organization's representative to the program planning committee. They also express their opinions through the evaluation they prepare during each conference.

The specific goals of the Georgia Teenage Nutrition Program are:

- to improve the dietary habits of teenagers,
- to develop an appreciation of the



"Applied nutrition" might be the best way to describe this demonstration by a karate group. They not only demonstrated how to break boards, but also emphasized the importance of good nutrition.

contribution that the food industry makes to our convenient and high quality food supply,

- to develop an awareness of our dependence on agriculture in providing an adequate quantity of essential foods for health,

- to develop an awareness of the opportunity for service through careers in food and related fields.

Financial support for carrying out the teenage nutrition program comes from people in businesses connected with production or marketing of food, commodity commissions, banks, and professional organizations.

Early conferences were concerned with identifying some of the nutrition

problems and letting the teenage delegates see what they could do to improve or correct these problems as a part of their individual organizations' program of work.

Later conferences included prominent speakers on various problems concerned with teenagers and nutrition. The teens discussed what the speakers had presented and how they could use this information in their club work back home.

During the 1969 conference the use of speakers was continued. In the followup segment, the delegates from each organization met as a group to decide what they could do during the next 12 months to promote better teenage nutrition through their club work. These ideas were shared during a luncheon. Time will be provided during the 1970 conference to report what each group actually did.

Followup has been hard to evaluate, with 14 different organizations including teenage nutrition in their programs of work. However, a few examples might shed some light on the types of activities the teenagers developed and implemented.

The Future Homemakers organization has emphasized teenage nutrition in their State program ever since the first nutrition conference. Library Assistants collected and assembled materials on teenage nutrition and set up reading shelves on nutrition in school libraries.

Delegates representing 4-H have used a variety of followup methods. They presented programs, exhibits, and posters on good nutrition during their State 4-H Council meeting. Several local programs resulted from this presentation.

The 1969 4-H delegates conducted a "Teenage Nutrition Week" in April, with almost every county participating. They launched an intensive information program on teenage nutrition, placed exhibits in store and office windows, presented programs at school assemblies, and worked with their high schools to promote better eating habits among teenagers.

In some schools the various organizations meet together regularly for nutrition programs initiated by former delegates to the conferences. Each club in one high school took teenage nutrition as a project for a month. They promoted good eating habits through the use of exhibits, lunchroom menus, posters, and special programs.

In one county, the Extension home economist was called on by the school superintendent to organize a county-wide teenage nutrition committee to work on the problem. They took surveys of eating habits and dietary levels and worked with the school lunch personnel to promote eating a good lunch.

These are only a few of the ways youth organizations in Georgia are working to carry out the objectives of the teenage nutrition program.

The first conference was attended by 111 boys and girls representing 12 youth organizations. There were more than 250 delegates at the 1969 conference representing 14 organizations.

These youth groups are Future Homemakers of America, Distributive Education Clubs of America, Girl Scouts of the U.S.A., Future Teachers of America, Future Business Leaders of America, Boy Scouts of America, Future Farmers of America, Tri-Hi-Y and Hi-Y Clubs, Allied Medical Careers Clubs Inc., Georgia Association of Library Assistants, Camp Fire Girls Inc., Key Club International, 4-H Clubs, and Girls Club of America, Inc.

A recent evaluation of the conferences revealed that the teenagers want to listen to their own leaders. They like to participate in programs that deal with their problems. And they keep the program in tune with the times. The theme they selected for the last conference was "Sock It to Me—Here Come da Food".

Committees of youth and adults are already working on the 1970 conference, and the teenagers are busy carrying out the goals they set for their own organizations during the 1969 meeting. □

by
Roger Newton
Extension Youth Agent
Ralls County, Missouri

X Missouri county tries literature racks

No secret formula exists for making the resources of the land-grant university available to the people of the State. Many factors must be considered as programs are developed for various audiences. Because of the varying work patterns, personal habits, and other factors among these audiences, traditional Extension programs do not reach many of the people.

Literature racks containing University of Missouri Extension publications are being used in Ralls County, Missouri, to take educational information to the people. Many who use the racks are not involved in traditional Extension programs.

The program was started in June 1966, when 12 business places bought racks costing \$28 each. During a recent 18-month period, Ralls County citizens picked up 18,425 publications from these racks.

The racks, manufactured by a Missouri wire products company, are designed to take the three popular-sized publications (9 by 4 inches, 9

by 6 inches, and 11 by 8½ inches). Each rack, when filled, will hold 24 different publications.

Fifteen to twenty copies of each publication may be placed in the rack, depending on their thickness. A sign on top of the revolving rack identifies the literature as being from the University of Missouri and provided by the Ralls County University Extension Center.

Since June 1966, literature in the racks has been changed every 3 months to make recent and seasonal educational information available.

Twelve literature racks are placed in four categories of business places. Each business category is composed of two to four business places which distribute the same types of products and services.

Lumber companies in the county make up one business category. In these racks individuals find educational information on finishing furniture, insulation and heating for homes and farm buildings, framing pictures, improving home storage, house plans, and other literature on home building, decorating, and remodeling.

Feed, seed, fertilizer, livestock supply businesses, and agriculture agency offices make up another business category. On these racks, individuals find educational information on all phases of agricultural production. Latest developments and recommendations on agricultural chemicals, crop varieties, animal nutrition, fertilization, and farm management have proven to be popular subjects.

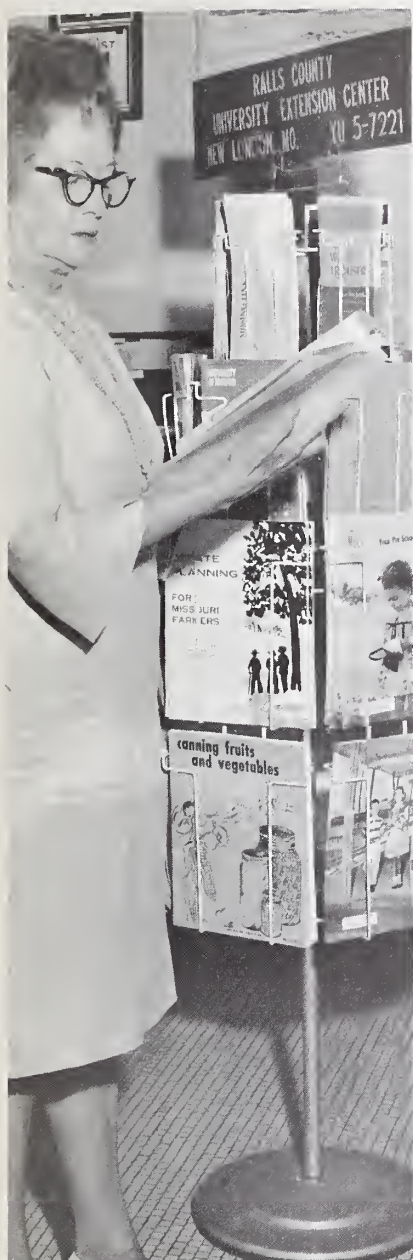
Information of general interest to



Above, County Agent Roger Newton checks with a businessman to see which publications are moving fastest and whether they are meeting the customers' needs. A bank customer, at right, looks over the rack featuring publications on family living and consumer subjects.

the consumer, including insurance, financing, partnership arrangements, emergency preparedness, zoning, and home economics, is included on racks located in another business category. Banks and the county courthouse provide ideal outlets for publications of this type.

Horticulture enthusiasts may visit one of the garden centers in the county and obtain bulletins, circulars, and leaflets on landscaping, vegetable



gardening, flowers, lawns, trees, and shrubs.

Agents, specialists, and editors spend much time in research and preparation of publications. These publications are meant to be read and used. We owe these individuals and our audiences an effort to make efficient distribution of this information. People in the county need to be reminded often, and through various media, of this source of assistance.

In Ralls County, repeated offers of literature available from the racks and at the University Extension Center are combined with easy literature pickup to make this educational method beneficial.

Publications which are "for sale only" may also be distributed efficiently using the literature rack. Such publications may be listed in a small leaflet containing the prices and brief descriptions of the publications. Individuals simply check the ones desired, write their name and address on the leaflet, and send it to the University Extension Center with the correct remittance.

Evaluation of this cooperative effort with businesses in the county reveals that merchants welcome the displays. Most make an effort to become familiar with a new stock of literature to be better able to answer their customers' questions.

Several businesses have said that the information helps employees become familiar with recommended practices. Because businesses have access to the literature listing types of products recommended by the University, they can make stock changes to better serve the customer.

Further evaluation of this teaching method indicates that the number of publications taken from a literature rack is directly related to the location of the rack in the business establishment and the number of people entering the business place. Distribution is best when racks are visible as soon as customers enter, and are easily accessible.

Records have been kept since the beginning of the program. These records consist of the number distributed of each piece of literature, size of literature, content of the publication, and quantity of literature distributed to each business category.

Extension agents and committees use this information when planning programs, noting the subject matter areas showing the highest demand for information. Other factors influencing the distribution of the literature must also be considered when analyzing this data in program planning.

Extension editors and specialists responsible for preparing Extension publications may use results of the study. Indications are that under these distribution conditions, people will select a publication containing general and complete information about a subject in preference to a single sheet dealing with only one specific question. Also, attractiveness of cover seems to affect the number picked up.

No attempt has been made to determine how thoroughly people read the publications they pick up. In very few cases, however, have people picked up a publication and later discarded it in the same business. This means the publications probably get taken into the home.

Information prepared by University specialists can be a great help to an individual, but information cannot have its effect when stored in the file. Making publications available to all the people of our work area is just one way we can serve people better. □

✓ Paradox—a source of strength

The effectiveness of Extension comes from an internal paradox. On one side are the philosophy and national concerns that provide a focal point of unity. On the other side is the uniqueness exhibited by various programs as one goes from State to State and county to county.

To people less familiar with Extension, the elements in this paradox represent counterforces. In reality, the Extension process melds these elements into complementary forces to assist people in the everyday problems of living and making a living.

These relationships were driven home to me rather forcefully during the summer months which included visits to Extension projects and programs in 16 States and more than 50 counties.

The counties ranged from the most rural to urban; from the low end of the economic scale to the high; and

included farms from those producing less than subsistence income to the highly commercial.

The diversity of the locales and the situations was no less than the diversity of the specific needs and problems Extension programs were servicing. Yet in servicing this diversity of needs there was a high degree of commonality in Extension work, not to mention the pioneering spirit and dedication which Extension workers have traditionally brought to their tasks.

Viewing the paradox first-hand, one can understand how after a study of Extension one person remarked that according to all logic of organization and management principles Extension shouldn't work—but it does. On the other hand, seeing all these apparent opposing elements melded into one common force for good, one could just as well ask how such a system could fail.—WJW